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ABSTRACT

This document contains a list of authors who have published research studies pertaining to women's experiences and adventures in the outdoor environment, a complete bibliography of their publications, and a set of abstracts of a selection of these publications in a separate section. The complete bibliography includes 124 books, journal articles, research papers, doctoral dissertations, and conference papers about female participation in outdoor education, experiential education, athletics, adventure experiences, physical recreation, camping, wilderness experiences, and leadership programs. Publication dates range from 1977 to 1992; the majority of materials were published after 1985. The annotated bibliography contains 70 entries from the larger list. The list of authors includes their professional affiliations. An outline of the bibliography project, and forms for submitting further entries, are also provided. (SV)

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A GUIDE TO WOMEN'S STUDIES IN THE OUTDOORS:

Review of Research

with Annotated Bibliography

Compiled and Edited
by

Nina S. Roberts, M.A.

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INTRODUCTION

Some days it is like a treasure hunt, others it's like playing telephone tag. When I decided to compile this guide to research studies pertaining to women's experiences and adventures outdoors, I was paddling a canoe in the Boundary Waters in Northern Minnesota. I thought about the numerous "how-to" books as well as stories about women's journeys (and the like) which have been written and published. Women have been traveling adventurously for centuries, a wonderful and fascinating history which was not really documented or acknowledged until the last couple of decades.

Individual's interested in examining women's experiences (past and present) began to be expressed through a variety of research methods and techniques. I wanted to know who were the individuals doing this research (mostly women) and what kind of work they were doing. Through my own research I discovered an assortment of materials scattered throughout the country with no central locale for retrieving the studies I wanted or needed. Similarly, it became very arduous to search for studies that I did not know about. I didn't anticipate either the genuine delight at finding a myriad of professionals around the nation doing admirable work, or the frustration with the difficulty in obtaining a copy of an article once I located the reference.

This report is a contribution to the emerging discipline of women's experiential education and recreation in the natural environment as it relates to the growth of studies on women and leisure as a whole. As the focus, however, is on adventure-based activities and physical recreation in the outdoors, information regarding women in ecofeminism, natural resources, and forestry have not been included. To date I have gathered materials which have been the result of many hours of library research, contacts/correspondence with scholars and professionals, and digging deep into the database of the "great outdoors." At the onset of this project, numerous professionals responded, sending me their curriculum vitae or list of juried publications, gave me welcome leads about other women who have contributed to this area of interest, and offered valuable suggestions and advice. There are a few resources not yet tapped for information, and more studies are being conducted (including graduate research). Thus, information will be collected continuously, this guide will be expanded, and future editions will be available.

It is my hope that this guide of research studies will serve as more than an elaborate bibliography. It should provide an overview of the diversity of experiences through which women in the outdoors mobilize themselves. And it should provide you with resources which examine women as leaders and role models, topics of gender differences & traditional roles, feminist perspectives, experiential

education and programming, wilderness challenges, group dynamics, individual differences and much more. It should also enlighten you as to the creatively varied programmatic approaches to the common goal of improving the social, economic and political status of women's participation in physical recreation and outdoor adventures. For individuals interested in conducting a research study of any extent, this guide will serve as an invaluable tool and means for effective networking. Although the focus is on the United States, this bibliography can and has been used to assist with current and future studies worldwide. I also hope it also provides a way for women (and men) to connect with others working on similar studies/programs, and serves as a catalyst for increased networking among women from different ethnic and racial communities as well.

This guide begins with a list of the authors, a bibliography, followed by an abstract or summary of the study. If the abstract is not listed, it is because I was unable to locate the source as of this printing. All references are listed under names of the author alphabetically. In the appendix of this guide you will find my initial goals and objectives.

Although this guide is the most comprehensive resource of its kind available, it can be even more extensive through feedback from the vast community of individuals who work (or have an interest in) this subject. It is not exhaustive because between the day I send my bibliography to the printer and the day it ended up in your hands another few projects will undoubtedly have sprung into existence. But while this resource may not include the whole universe of studies pertaining to women in the outdoors, it represents another essential step in time. And I intend, with your help, for it to be as interactive, up-to-date and useful as possible. For those of you who have conducted a study that is not included here, fill out the brief questionnaire in the appendix and send it along. Your study will be included in the next edition. Those of you who know of other individuals that were not included, fill out the information sheet in the back. Send me the individual's name and address or phone number and I will send them a questionnaire or contact them by telephone.

Thanks to the women and men who devote their precious time, resources and scholarly talents in striving to improve the condition and acceptance of women in today's outdoor world and who, through this work, ensure that women and girls in generations to come will be welcomed into an environment (once dominated by men) that is far more equitable and appreciative of their talents and contributions.

ACKNOWLEDGEMENTS

This project was conceived of and initially compiled during my summer 1991 internship with Woodswomen (Minneapolis), in conjunction with the graduate program at the University of Maryland, College Park. I appreciate responses to my phone calls and letters, and value the information received from several professionals around the nation; these contributions have helped build a strong foundation for this bibliography. In particular, I'd like to thank Karla Henderson, Deb Bialeschki, Rita Yerkes, Susan Eckert, Deb Jordan, Mary Jo Kane, Wilma Miranda, Karen Warren, and Betty van der Smissen who represent a diversity of backgrounds and provided assistance integral to the completion of this resource.

Special thanks to Denise Mitten and Woodswomen for helping to make this all possible. The continued support, encouragement and professional expertise from Denise is greatly appreciated.

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A final note: Proceeds for this bibliography are used to help defray costs for the development and implementation of adventure programs for women and high school girls in the Metropolitan Washington D.C. area. An investment in this guide, subsequently, has multiple benefits.

AUTHOR INDEX

Listed below are the authors presented in this guide. Most of these professionals have written and published numerous articles in a variety of areas. Included in the pages which follow are some of those with a specific focus on women in the outdoors. Many of these individuals have also been invited speakers nationwide as well as on an international level.

* *

Abromowitz, Jennifer: Author of Women Outdoors–The Best 1900 Books, Programs, & Periodicals. Williamsburg, Massachusetts.

Bean, Mary: Was pursuing a Master's degree at the University of Idaho in Wildland Recreation Management at the time her article was published. She is a certified scuba diving instructor.

Bialeschki, M. Deborah: Assistant Professor, Curriculum in Leisure Studies and Recreation Administration, University of North Carolina at Chapel Hill.

Blessing, Brenda Kay: (personal information unavailable).

Burrus-Bammel, Lei Lane: Associate Professor, West Virginia University.

Chenery, Mary Faeth: Associate Professor in the Department of Leisure Studies and Services at the University of Oregon, Eugene.

Drinkwater, Barbara: Chief of the department of ophthalmology of the U.S. Public Health Service Hospital and Clinical Associate Professor at the University of Washington Medical School in Seattle. Also an Associate Research Physiologist at the Institute of Environmental Stress.

Drogin, Ellen B.: Lecturer, University of Maryland, Department of Recreation.

Eckert, S.: Founder and Director of *Rainbow Adventures* (Evanston, IL), worldwide holiday travel excursions for women over 30.

Endres, Christine: Former Director of Camp Tapawingo for the Kickapoo Council of Girl Scouts, Inc. Relocated to upstate New York.

Fielder, Erica: (personal information unavailable).

Freysinger, Valeria: Associate Professor, Department of Physical Education, Health, and Sport Studies, Miami University, Oxford, Ohio.

Goldstein, Judith E.: (personal information unavailable).

Griffin, Elizabeth: Assistant Professor of Recreation and Outdoor Education at Ithaca College in Ithaca, New York.

Groff, Diane: Assistant Director/Program Consultant at the Outdoor Institute in North Carolina; previous staff member at the Nantahala Outdoor Center in NC.

Hardin, Joy: Executive Director of Youth Educational Services (Y.E.S.), Humboldt State University, Arcata, California.

Henderson, Karla A.: Associate Professor and Graduate Coordinator, Curriculum in Leisure Studies and Recreation Administration, University of North Carolina at Chapel Hill.

Holzwarth, Rachel: Founder and director of Alaska Women of the Wilderness.

Johnston, Brenda J.: Research Assistant at the Institute for Outdoor Recreation and Tourism Studies. A division of the Forest Resources Department, Utah State University.

Jordan, Deb J: Assistant Professor in the Department of Leisure Studies at the University of Northern Iowa at Cedar Falls, Iowa.

Kane, Mary Jo: Associate Professor, Division of Recreation, Parks and Leisure Studies, University of Minnesota, Minneapolis, MN.

Kaufmann, Elizabeth: Former editor of Outside magazine. She covered the 1987 Snowbird Everest expedition for the Chicago Tribune.

Ketchin, Anne Forrest: Director, Environmental Studies Program at the Naropa Institute in Boulder, CO.

LaBastille, Anne: Author; Spokesperson for ecological movement; Naturalist.

Lehmann, Katherine: Associate staff producer at the Independent Television Service in St. Paul, MN. Her thesis pertaining to ethics and leadership was written during her graduate studies at the college of St. Catherine in St. Paul.

Lichenstein, Grace: (personal information unavailable)

Maughan, Jackie Johnson: (personal information unavailable)

McClintock, Mary: Professional outdoor leader and former Women Outdoors board member. Educational Consultant; Co-Chair for the Association for Experiential Education Women's Professional Group.

McCloy, Marjorie: Associate Editor, Women's Sports and Fitness magazine, Boulder Colorado.

Mills, Judy: Lives in Montana Rockies, where she studies and writes about endangered species, exotic places, and adventurous women. Participated on an all-women trek through the Himalayas.

Miranda, Wilma: Associate Professor in the Department of Educational Leadership and Policy Studies at Northern Illinois University. Co-Chair for the Association for Experiential Education Women's Professional Group.

Mitten, Denise S.: Executive Director, Woodswomen (world-wide adventure travel for women of all ages), Minneapolis, Minnesota. Community Faculty at Metropolitan State University, Minneapolis.

Navicky, Diane: (personal information unavailable).

Osius, Alison: Free-lance writer and Senior Editor for *Climbing* magazine, Colorado. One of four women on the U.S. Climbing Team.

Page, Lea: (personal information unavailable).

Paikoff, Roberta L.: Was pursuing a Master's degree at the Institute of Child Development, University of Minnesota at the time her article was published. Major research interests: adolescent development, self-concept, and women studies.

Parkhurst, Marlene J.: (personal information unavailable)

Petiet, Carol A.: Berkeley, California.

Pfirman, Elenore: Licensed Clinical Psychologist. Previous guide for Outward Bound and the Santa Fe Mountain Center.

Roberts, Nina S.: Assistant Park Manager, Ben Lomond Regional Park (Prince William County Park Authority, Northern VA). Formerly an Adjunct Faculty at the University of Maryland, Department of Recreation.

Rogers, Susan E.: (personal information unavailable).

Stern, Barbara: (personal information unavailable).

Stripling, Sherry: Reporter/staff writer for The Seattle Times. Spent two months at the Everest base camp covering the 1988 Northwest American Everest Expedition.

Warren, Karen: Instructor in the Outdoor Recreational Athletics Program at Hampshire College in Amherst, Massachusetts.

Yerkes, Rita: Professor and Chairperson of the Leisure and Environmental Resources Administration at Aurora University. Aurora, Illinois. Past President of the Association for Experiential Education.

A few men who have written about and studied women in the outdoors:

Birkett, Bill: Author; Award-winning photographer; International rock climber. His co-author, Bill Peascod, died of a climbing accident prior to publication of their book.

Hessburg, John: Free-lance writer and staff writer for the Seattle Post-Intelligencer.

Hollenhorst, Steve: Assistant Professor of Wildlands Recreation at West Virginia University, Morgantown.

Knapp, Clifford: Professor of Outdoor Teacher Education at Northern Illinois University's Lorado Taft Field Campus in Oregon, Illinois.

Krakauer, Jon: Contributing editor to Outside magazine and author of a recently published book on mountaineering.

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BIALESCHKI, M. Deborah

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Chapters in books

"Outdoor experiential education (for women only)." In M. Gass & L. Buell (Eds.). *Proceedings Journal* 1986. (pp.35-41). Moodus, CT: Association of Experiential Education 14th Annual Conference. (Co-author Henderson, K.A.)

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"The feminist movement and women's participation in physical recreation." (1990). *Journal of Physical Education, Recreation, and Dance*, 60(1).

"Viva la diferencia!" (February 1987). *Camping Magazine*, 59(4). (Co-author Henderson, K.A.). Note: Abstract found under Henderson.

"Qualitative evaluation at a women's week experience." (Summer 1987). *Journal of Experiential Education*, 10(2). (co-author Henderson, K.A.). Note: Abstract found under Henderson.

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"The invisible pioneers in leisure services: Women in the National Park Service." Paper presented to the American Alliance of Health, Physical Education, Recreation and Dance. (April 1991). San Francisco, CA.

"Women and the meaning of physical recreation." Paper presented to the American Alliance of Health, Physical Education, Recreation and Dance. (April 1991). San Francisco, CA. (Co-presenter Henderson, K.A.).

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BIRKETT, Bill

Women climbing: 200 years of achievement. (1989). London: A & C Black (Publishers) Ltd.

BLESSING, Brenda Kay

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CHENERY, Mary Faeth

"A magical place: YWCA Camp Westwind creates a mother-child camp." (February 1987). *Camping magazine.*

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"The outdoor recreation experience: Factors affecting participation of African American women." (May 1993). *Journal of Experiential Education*, 16(1). (Co-author, Drogin, E.B.).

Invited papers

"Portrayal of women climbers in *Climbing* magazine, 1970-1990: a content analysis." Paper presented to the Northeast Recreation Research Symposium (April 1993). Saratoga Springs, NY.

ROGERS, Susan, E.

"Perceptions of selected outdoor recreational activities and their sex-appropriateness by physical education and recreation majors." Doctoral dissertation. (Ed.D). College of Health, Physical Education and Recreation. University of Oregon, 1979. (Microform Publications No. BF692.2.R6).

STERN, Barbara Lang

"Well-being: risks and thrills." (September 1988). *Vogue*, 178(9).

STRIPLING, Sherry

"Gender and the mountain expedition." (Fall 1990). Women Outdoors Magazine, 11(1). Published by Women Outdoors, Inc. Medford, MA.

WARREN, Karen

Publications

"Women's outdoor adventures." (1990). In Miles, J. and Priest, S. (Eds). *Adventure Education*. State College, PA: Venture Publishing.

"Professional outdoorswomen special issue." (Summer 1986). *Women Outdoors Magazine*, Guest Editor, 7(1).

"Women's outdoor adventure experience: Myth and reality." (Summer 1985). *Journal of Experiential Education*, 8(2).

"Women in the wilderness." (1983). *Prairie Women's Journal*.

Invited papers

"In search of a feminist standard for outdoor programs." Association for Experiential Education Conference: Connecticut, 1986. (Co-presenters/panel discussion: Miranda, W., Tipett, S., Mitten, D., Waller, K.)

YERKES, Rita

Publications

"Women outdoor leaders today." (February 1987). *Camping Magazine*, 59(4). (Co-author Miranda, W.). Note: Abstract found under Miranda.

"Working women in the out-of-doors." (Summer 1986). *Women Outdoors Magazine*, Special Issue, 7(1). Published by Women Outdoors, Inc. Medford, MA (Co-author Miranda, W.). Note: Abstract found under Miranda.

"Women outdoors: Who are they?" (March 1985). *Parks & Recreation*. (co-author Miranda, W.).

"Women's outdoor adventure programming." (May 1983). *Camping Magazine*. (Co-author Miranda, W.). Note: Abstract found under Miranda.

"The need for research in outdoor education programs for women." (April 1982). *Journal of Health, Physical Education, Recreation and Dance*, 53(4). (co-author Miranda, W.).

"WIN - Townson university's women in nature." (Spring 1982). *Outdoor Communicator, 12(5)*. The official journal of the New York State Outdoor Education Association.

Invited papers

"Women in administrative leadership in experiential education." Paper presented at the 19th International Conference of the Association for Experiential Education (October 1991). Lake Junaluska, NC (Co-presenter Miranda, W.).

"Women outdoor adventure leaders." Paper presented to the Research Section of the American Camping Association annual conference (March 1985). Atlanta, GA (Co-presenter Miranda).

ABROMOWITZ, Jennifer. (1977). *Women athletes: A reference document for a course on the subject.* Senior Thesis. Amherst, MA: Hampshire College.

This study includes a detailed working document for teaching a course on the subject. Provides an overview of the difficulties and challenges of being a woman athlete. Looks at how women are being empowered by and making changes within athletics. Both conventional athletics and non-traditional wilderness activities are covered. Regarding women and wilderness the author touches areas pertaining to women as instructors, program directors, and adventurers.

BEAN, Mary. (1988.) *Women in risk recreation.* **Women in Natural Resources,** 10(1).

Examines what attracts women to risk recreation. This article analyzes how adventure sports have traditionally been the domain of men, and how they have become fair game for women. Research suggests that there may be a physiological predisposition to risk taking. Interviews three women adventure program instructors. For all the women, in addition to mastering a challenge, the social rewards are among the strongest appeals of adventure recreation. Discusses findings of various research on *perceived risk.* Social scientists find that women who participate in risk recreation rate themselves as possessing traits viewed by traditional Americans as masculine. The author indicates that women who score high on measures of risk taking tend to practice a wide repertoire of behavior, rather than restricting themselves to roles traditionally reserved for women. The author quotes Mike Beiser, director of the University of Idaho's Outdoor Activity Program (OAP), "women in mixed groups handle stressful situations, decision making, and responsibility differently than they do in all-women groups." He contends that when men are present, women allow men to take leadership roles and tend to defer decisions to them. When traditional social attitudes change, so then will leadership roles.

BIALESCHKI, M. Deborah. (1992). *We said, "why not?" -- A historical perspective on women's outdoor pursuits.* **Journal of Physical Education, Recreation and Dance,** 63(2).

This article discusses and reviews the extent to which women were personally and professionally immersed in outdoor recreation in the late 1800's and early 1900's. Examines the effect of the early feminist movement influencing women's involvement in physical recreation. Provides various explanations relating to struggles and barriers. Presents reliable sources (e.g., personal diaries, and other writings of personal experiences published in books by early explorers and adventure travelers). Reports on the involvement of women in early conservation and land preservation efforts.

The feminist movement and women's participation in physical recreation. (1990). **Journal of Physical Education, Recreation and Dance,** 61(1).

A historical perspective on the role of women and society as it relates to their development and participation in physical recreation. Discusses link between modern feminism and the effects of physical recreation as it contributes to women's accomplishments and successes in a world of patriarchy.

BIRKETT, B. (1989). **Women climbing: 200 years of achievement**. London: A & C Black Publishers, Ltd. (Co-author: Peascod, B.).

In the face of opposition from society, friends, or family, the successes of the women portrayed in this book rank among the finest rock climbing and mountaineering feats ever recorded. This research recounts a fascinating history of thirteen international climbers including their struggles and problems imposed by society as well as their achievements. Indepth interviews resulting from world-wide travel, along with information from extensive library research, and assistance from international climbing clubs are examples of how material and data was collected.

BLESSING, Brenda Kay. (1988). "Trait differences of women participants in selected levels of risk sports." Doctoral dissertation (Ph.D.). School of Health, Physical Education and Recreation. Ohio State University, OH. Dissertation Abstracts International, 49/04A. (University microfilms publication no. AAC8812229).

Purpose of the study: to investigate the differences and/or similarities of women who participate in selected levels of risk activities. The research sample consisted of seven different groups of women (all ages) who were categorized by the risk level of the activities in which they were participants. The high risk groups were comprised of skydivers, scuba divers, and rock climbers. The instruments used in the study were the Zuckerman Sensation Seeking Scale (ZSSS) Form V, Jackson Personality Inventory (JPI) and a background survey to obtain demographic information. The high risk group possesses more of the characteristics of sensation seeking than do low risk and comparison groups. Findings indicate that the HR woman may display behaviors that are: curious, contemplative, individualistic, innovative, indifferent, disciplined, venturesome, self-assured, directed, and liberal.

BURRUS-BAMMEL, Lei Lane. (1990). *Outdoor/Environmental Education -- An Overview for the Wise Use of Leisure.* **Journal of Physical Education, Recreation and Dance,** 61(4).

Focuses on the relationship between the outdoor environment and the recreational user. This article gives an overview of the existing needs for outdoor/environmental education programs, types of programs, political impacts, currents trends, a brief review of the

expected and documented benefits received by participants and by society in general from O/EE programs, plus a few future projections. Page 52 includes female participation and discusses the growing attraction to all women 's outdoor groups.

CHENERY, Mary Faeth. (February 1987). *A Magical Place: YWCA Camp Westwind Creates a Mother-Child Camp.* **Camping magazine.**

An article about a mother-child camp (20 years in operation) describing the importance of quality time in a safe outdoor environment. This paper examines the benefits and outcomes of the camp including: companionship with other women, special time with kids, time without household responsibilities, and more. Reviews a typical program schedule; provides a balance to participate in activities together and separately, and a balance between structure and freedom. Discusses logistical problems as well as costs, staffing needs, and special needs.

DRINKWATER, Barbara. (1980). *Women on Annapurna.* **The Physician and Sportsmedicine**, 8(3).

Report on research performed in order to prescribe a special physical conditioning program for eight of the ten women climbers who ascended on Annapurna. Summarizes the 18 months spent on intense preparation for the expedition. Discusses screening procedures such as pulmonary function tests; hydrostatic weighing; determination of body fat; tests of hand, arm and leg strength; exercise tests; and normoxic and hypoxic tests. Compared heart rate, ventilatory volumes and aerobic power with men. Conditioning program included weight training for each woman, in addition to a personal regimen of (almost) daily physical training tailored to meed individual needs and interests (i.e. ran marathon, ran stairs, bicycled, climbed hills with a loaded pack, and climbing or skiing in the mountains). Results of a questionnaire showed similar psychological responses as those given to ten top British male climbers.

ECKERT, Susan. (1981). *Through the eyes of women in the wilderness.* **The Creative Woman**, 4(4).

This paper discusses the importance of wilderness experiences shaping the lives, wellness, wholeness and image of women as individuals. Studies reasons why all-women's wilderness adventures contribute to a powerful experience for women, and how perceptions are different than those of men. "Being with other women in the wilderness allows women to exercise leadership roles, to gain self-confidence by arriving at their own decisions, to take new risks, explore new opportunities and allow feelings of fear to come up and find support for those feelings from other women." The author also discusses the value of "seeing" the wilderness and "looking" at the environment through the view finder of a camera.

ENDRES, Christine. (Summer 1990). *Women's outdoor equipment (or lack of it).* **Women Outdoors Magazine,** 10(4). Article based on her Masters Thesis Research Project (M.A. Administration of Leisure Services. Aurora, IL: Aurora University).

Research conducted at the 1989 Women Outdoors Northeast Gathering. Purpose of study: to determine how female outdoor enthusiasts purchase their equipment; what is their awareness of existing outdoor equipment manufacturers, and what are the camping and outdoor equipment needs of the female outdoor pursuits participant? Comparative with other studies the sample group consisted of "mostly" white, single women with no children, college educated, and between 25 and 54 years old. The author discusses purchasing preferences, awareness, and behaviors. Findings indicate that local stores don't carry the equipment women are looking for, and that those catalogs most frequently ordered from (L.L. Bean, REI, and Campmor) sell women's products often made of "skimpier" materials, inappropriate colors, and higher priced than their male counterparts. This study indicates that outdoor equipment and outdoor clothing made to fit females comfortably is in demand.

FREYSINGER, Valeria J. (1990). *A lifespan perspective on women and physical recreation.* **Journal of Physical Education, Recreation and Dance,** 61(1).

A research approach which explains the physical activity involvement of women as viewed through the individual's psychological and biological status. This is also placed in the context of socio-cultural environment and personal and "group" history. Early studies are highlighted giving situational factors found to have a negative effect on the leisure time of women. Provides indication that many women continue to get little support if involved in physical recreation; their femininity may be questioned. Social expectations, opportunity, cultural norms, roles and preoccupations varying by age and sex influence current findings. How influences of social power change over a lifespan has yet to be looked at.

GOLDSTEIN, Judith E. (1983). *Women striving: Pursuing the physical challenge.* **Parks & Recreation.**

A collection of 16 case studies about the feelings, fears, struggles, and vulnerabilities that affect women participating in sports and outdoor recreation activities. Personal journeys of overcoming barriers have placed an affirmation on past physically challenging experiences and how they have influenced their abilities in their present lives.

GRIFFIN, Elizabeth. (1982). *An interview with Dr. Anne LaBastille.* **Outdoor Communicator.** The official journal of the New York State Outdoor Education Association, 12(5).

Anne LaBastille is a role-model for women interested in exploring the wilderness. Not only is she an important spokesperson for the ecological movement, she has transformed her personal interest in the wilderness into a political statement urging of us to treasure and protect our natural environment. Discusses her experiences working with co-educational

groups and differences found in her observations. Looks at how women over 35-40 can be encouraged to explore the wilderness more and the potential role of outdoor educators for this group. Sketches the traditional roles of men and women being lessened through shared experiences in the wilderness.

GROFF, Diane G. (1989). "The effects of an outdoor adventure program on athletic team cohesion." Unpublished master's thesis, (M.A.). Radford University: Radford, VA.

Purpose of the study: to determine if an outdoor adventure program affected team cohesiveness for a woman's basketball team. Conducted a pretest and posttest using a variety of research scales. Subjects were also administered two questionnaires. Categories selected were characteristics of group members, characteristics of the group, and situations experienced by the group. Literature reviewed consisted of group cohesion, development of athletic team cohesion, outdoor adventure programs, and adventure activities for executives. Findings support the use of outdoor adventure programs as a means of positively affecting team cohesion.

HARDIN, Joy. (1979). "Outdoor/wilderness approaches to psychological education for women: A descriptive study." Doctoral dissertation (Ed.D.). Amherst, MA: University of Massachusetts. School of Education. Dissertation Abstracts International, 40, 4466A. (University Microfilms No. 80-0934).

Purpose of study: to contribute to an understanding of how to design and lead outdoor/wilderness experiences aimed at psychological gain for adult women. The research describes ten structured outdoor experiences based on participant observation and interviewing. Summary of the findings answer four questions: 1) what is the range in form and content of the courses currently offered? 2) what are the commonalities and differences in goals and assumptions? and, is there a consistent "women's course or women's approach" to the outdoors experience? 3) on what basis do leaders make decisions about appropriate course design and leadership behavior? and, 4) given the process by which practitioners design and lead courses, and the critical variables identified in the literature, can a systematic basis for decision-making be outlined?

HENDERSON, Karla A. (Ed.). (1992). *Breaking with tradition: Women and outdoor pursuits*. **Journal of Physical Education, Recreation and Dance**, 63(2).

Introduction to a special feature in this journal describes increasing female involvement in outdoor activities. Looks at projections and trends of participation. Indicates need for discussions and research to consider social responsibility for care of the environment. Mentions need for further exploration of how the outcomes of outdoor pursuits can support educators and recreators in assisting females to have positive experiences in the outdoors. Indicates need to expand investigations of the involvement of females who have not traditionally been identified with the outdoors (e.g., less active); "may reveal additional outcomes of the experience."

Women and physical recreation. (1990). **Journal of Physical Education, Recreation and Dance**, 61(1).

A report of research from three perspectives: historical, lifespan development, and social-psychological. Physical recreation is defined as "freely chosen, enjoyable activity which involves movement of the body and includes active sport, exercise, fitness, dance and outdoor activities." Examines and analyzes women's participation using a liberal feminist framework. Looks at changes needed to create an environment which will encourage more women to be involved in physical activity.

Qualitative evaluation of a women's week experience. (1987). **Journal of Experiential Education,** 10(2). (co-author Bialeschki, M.D.).

This research was conducted at a five-day camp designed specifically for women. Purpose of the study: to show how qualitative evaluation may be used to analyze outcomes and to describe the elements of an outdoor experience that made it particularly valuable to the women participants. Qualitative methodology consisted of pre-camp interview, participant observation evaluation, and follow-up questionnaire. Findings indicate that women want to feel a sense of control over their lives and the roles they choose to fill from day to day. The data collected offers new insights into program evaluation. Recommendations for future research in this area include involvement of two observers to limit bias, use adequate sampling procedures, provide training for the observers, treat data collection and analysis activities as two separate functions, and treat conclusions as working hypotheses. Note: This research was summarized and reported at the American Camping Association Conference in Atlanta, GA in March 1985.

Viva la diferencia! (1987). **Camping Magazine,** 59(4). (Co-author Bialeschki, M.D.).

Examines and analyzes how gender differences in time perception, thought, power, relationships, responsibility, process vs. product, conservation and exploitation, and leadership all contribute to positive growth in outdoor learning. Discusses how concepts such as feminism, androgyny, and personality theory have enabled us to see new perspectives. Focuses on the camp experience for use of examples and reports of supporting research. Looks at the female "system" as neither superior nor inferior to the male or traditional view, but as offering important ways of viewing the world that may be helpful to both men and women involved in planning, evaluating, and participating in activities in the outdoors.

HESSBURG, John. (November 1985). *Taking hold.* **Pacific Northwest Magazine.** Special Issue: Women Who Climb—Their Search for Balance.

Profiles several top women climbers and their quest for adventure equality. Studies the relationship between women climbers and the effects of sexual politics of being "on the edge." Looks at issues still prevalent regarding misconceptions of women's capabilities (i.e. quoted in an interview with Jim Donine: "Good women climbers are expressing themselves more ably in rock than in mountaineering...women are not always going to be able to carry their fair share of [expedition] gear").

HOLLENHORST, Steve. (1988). *Rockclimbers.* **Women in Natural Resources,** 10(2).

Eighty-four rock climbers (69 males/15 females) from four types of climbing sites in Minnesota and Ohio were selected as study subjects. This study compares and contrasts female and male climbers in terms of skill level, experience, numbers of participants and social contexts of participation. Researchers explore the idea that recreationists can be classified on a continuum of *specialization,* and that distinctly different participant characteristics, behaviors, and preferences are associated with each level. Behavioral observations were recorded in addition to subjects completing a short questionnaire. The author states that rock climbing may be perceived by both men and women as requiring a great deal of muscular strength if it is to be engaged successfully. Apparently a significant barrier to participation, women are discouraged from trying the activity; men tend to climb with men. While climbing (and other adventure recreation) may be perceived as "too difficult for women," it is concluded that this perception is undergrounded. The average years of overall experience in rock climbing was 5 years for women and 7 years for men. Mentions that because it is only in the last few years that climbing has become "acceptable" for women, they (as a result) have fewer years of experience in this activity. Based on the data, it appears that the main barrier to participation is not skill and ability, but rather cultural stereotypes and misconceptions regarding the appropriateness of rock climbing as a leisure activity for women.

HOLZWARTH, Rachel. (Winter 1992). *Outdoor programs for women: What they mean to women.* **Women Outdoors Magazine,** 13(1).

Examines the relationship between outdoor programs and what women aspire in their personal experience. Based on years of experience, observation, and interaction with over 5,000 women, the author summarizes "foundational principles" of why women choose to participate in women-only settings: Learning and experiencing for herself; Gender-free expression; Individual goal setting; Flexible itinerary; Supportive atmosphere; Appropriate risk taking; Shared decision making; Cooperation not competition; Women leaders as role models; and Fun as a priority. The author uses results obtained from previous studies to supplement these principles.

JOHNSTON, Brenda J. "Gender differences among intermountain West cavers, rock climbers, and hang gliders in relation to psycho-social dimensions of constraint to participation." Proceedings of the Seventh Canadian Congress on Leisure Research, 11-13 May 1993, Winnipeg, Canada.

This report discusses the preliminary results from a graduate study investigating female involvement and perceived constraints to participation in caving, rock climbing, and hang gliding. A questionnaire was developed and mailed to 900 individuals from 7 states; 626 surveys were returned (90% males, n=424 and 48% females, n=202). The author examines the influence of social roles on these activities for women. Constraint factors for men included: a) would not be doing what my family expects of me, b) little or no support from family or friends, c) partner's preferences different than mine, and d) don't want to do anything dangerous because my family depends on me. Constraint factors consistently more prevalent for women were: a) risk of physical injury, b) lack of skills, c) poor health from illness, and d) lack of discipline. Additionally, two open-ended questions yielded a content analysis exhibiting responses such as "society condones fear and risk taking more for men than women, females lack upper body strength, learned helplessness, taught to be dependent, low self-esteem, and fear of competition." Results also show that "while there were few significant participation differences between women and men over the last five years, there were no significant differences in participation over the last 12 months. Furthermore, although this may not reflect actual commitment to family and domestic responsibility, it was the men in the sample that felt more constrained by family, household, and other social role responsibilities. Consequently, it seems to be a history of socialization in regard to "appropriate" activities for women, rather than current social roles, that constrain female participation.

JORDAN, Deb. (1992). *Effective leadership for girls and women in outdoor recreation.* **Journal of Physical Education, Recreation and Dance,** 63(2).

Investigates theories and functions pertaining to successful leadership styles and techniques. Review of research also connects with gender differences and similarities, and roles of outdoor leaders. Reports on socialization and expectations of participants. Looks at misconceptions and stereotypes which continue to exist. Provides several methods of implementing effective leadership and strategies for minimizing limitations.

To dream the impossible dream: A leadership camp for young women in Iowa. (1988). **Camping Magazine,** 60(7).

Examines the development of a leadership camp for girls established to free them (ages 13-16) from society's imposition and/or stereotypes when both sexes interact. Discusses the sessions provided by women on all aspects of leadership, and how these presenters/counselors are strong role models for the girls. Reviews activities presented to enhance leadership potential through concepts such as values clarification, cooperation and

teamwork, trust and support, respect and acceptance, responsibility, independence and positive self-concept. Looks at importance of discussing both women's and men's roles in society, and the strengths and weaknesses of both genders. Briefly addresses other topics such as group dynamics (relationships), non-verbal communication, and power and leadership.

"An examination of gender differences in perceptions of outdoor leaders by Colorado Outward Bound pre-registrants." Doctoral dissertation. (R.Ed.). Indiana University. 1988. Dissertation Abstracts International, 50/05B. (University Microfilms No. AAC8917750).

The purpose of the study was to examine gender differences in perceptions of female and male outdoor leaders by pre-experience outdoor adventure participants. Two questionnaires were administered to 147 female and male pre-registrants of 1988 Outward Bound School summer courses. One instrument elicited gender role information about the respondents, while the other asked participants to read written descriptions about hypothetical leaders and respond to questions about leader competency. Sex of leader and levels of competency were varied in the descriptions. Results show that all subjects expressed a preference for a male outdoor leader thereby exhibiting gender bias. Of the participants males were more stereotypic in their responses than were females. Male participants exhibited "stereotypical" responses to the dependent measure coping with personality clashes, getting along with participants, and teaching outdoor cooking; female participants rated outdoor leaders according to actual levels of competence rather than sex of the leader.

KANE, Mary Jo. (1990). *Female involvement in physical recreation: Gender role as a constraint.* **Journal of Physical Education, Recreation and Dance,** 61(1).

Report of research examining the barriers to physical recreation as a result of gender-role conformity. Discusses how female socialization, through the influence of gender as a social institution, acts as a powerful constraint against women's involvement. Analyzes "appropriate" versus "inappropriate" behaviors, and limitations put on growth and development of women as a result.

KAUFMANN, Elizabeth. (July/August 1991). *Ascent of woman.* **Women's Sports and Fitness,** 13(5).

The author profiles the world's top woman rock climber, Lynn Hill. A biographical study, beginning with a brief history, which takes the reader deep into Hill's life as a professional climber, female athlete, and spectacular woman all around. Includes personal interview with Hill and quotes several of her colleagues. Discusses obstacles of stereotyping and how society still perceives the excellence of female athletes as a masculine trait. Mentions her physical and mental training regime and how Lynn "has proved that women can compete on the same level as men."

KETCHIN, Anne Forrest. (1981). "Women out of bounds: An ethnography of Outward Bound as a symbolic experience." Doctoral dissertation. (Ph.D.). University of Colorado at Boulder. Dissertation Abstracts, 42/08A. (University Microfilms No. AAC8200797).

This study describes Outward Bound courses for Adult Women (OBW), the symbolic mechanisms found operating in all Outward Bound courses, and their relationship to the sociocultural contexts of participants. Ethnographic data was gathered through participant observation and in-depth interviewing. 49 participants were followed intensively for up to two years beginning just before the Outward Bound experience. 122 other women participated less intensively. "Successful analysis must consider that Outward Bound courses occur in a context of rapid sociocultural change, and course advertising claims that the experience is powerful enough to affect one's life permanently." The symbolic event's relationship to both its general and specific sociocultural contexts is revealed through an analysis of symbols as actions, mental improvisations required of participants. In her thesis, the author discusses that in the case of OBW these are seen to facilitate rapid sociocultural changes, by molding values, attitudes, and perceptions in such a way that participants (white middle class women over 30) are likely to act in accordance with popular media portrayals of the "modern" person. "This approach proved fruitful, but inadequate and the thesis deals specifically with solutions to dilemmas posed by this inadequacy."

KNAPP, Clifford E. (1985). *Escaping the gender trap: The ultimate challenge for experiential educators.* **Journal of Experiential Education,** 8(2).

This article describes the nature of the gender trap by citing examples from related research. Discusses importance of fostering androgyny ("possession of characteristics which are considered to belong to both males and females") as a leadership goal. Addresses several questions relating to the dynamics of gender that operate in outdoor programs. Looks at women's separation from co-ed groups flourishing to form their own models of outdoor experiences without male attitudes/influence. Also, the author indicates the need for cooperation from both sexes to help each other learn what we need in order to be complete professionals.

KRAKAUER, Jon. (October 1990). *High aspirations.* **Women's Sports and Fitness,** 12(7).

Biographical study on Kitty Calhoun as one of the best mountaineers in the U.S. (among both men and women). Mountaineering is arguably the most dangerous and demanding sport in the world. The author mentions and profiles Calhouns' struggles exemplifying climbing as a sport in which 95% of the participants are male.

LaBASTILLE, Anne. (1984). **Women and wilderness**. San Francisco, CA: Sierra Club Books.

Examines the historical roles of women in wilderness living and activity. Part one explores reasons of traditional behaviors associated with fears and barriers to women's experiences. Investigates the experience of wilderness as a confining rather than a liberating environment as a commonality among women, in sharp contrast to the freedom men found in it. Examines factors leading to a recent and ongoing "revolution" of women entering the wilderness as a professional career and/or living environment. Includes case studies, observations, and personal interviews.

LEHMANN, Kate. "Integrating ethics and leadership: A journey with Woodswomen." Unpublished master's thesis (M.A.). The College of St. Catherine: St. Paul, MN.

This thesis examines the leadership/group dynamic model utilized (and developed) by Woodswomen (Minneapolis). Explores the relationship of this model and examines how it relates to effective, ethical leadership. Looks at stages in group development and, based on the responsibilities and activities, how the group leader responds to ethical principles. Concludes that leader effectiveness is possible when grounded in a coherent ethical framework.

Connecting ethics and group leadership: A case study. (November 1991). **Journal of Experiential Education**, 14(3).

This article is based on Lehmann's thesis research. Theoretically, there is a considerable amount of work which explores the connection between effective leadership and ethics. In order to support this "connection", the author examines the Woodswomen model through her participation on a week long trip into the Boundary Waters with nine other women. Lengthy interviews, observations, and personal experiences contributed to the study. Six ethical principles outlined by Robert Terry (1991), were the foundation for this project: Dwelling, freedom, justice, participation, love, and responsibility. The author identifies the stages of group development as they relate to the principles. It was confirmed that "the ethical principles guided both the leader and the constituent interactions...and provide the foundation for a successful group experience."

MAUGHAN, Jackie Johnson. (1983). **The Outdoor Woman's Guide to Sports, Fitness, and Nutrition**. Harrisburg, PA: Stackpole Books.

A thorough and comprehensive book about fitness for outdoor sports and how participation in those sports will keep you fit. Includes research relating to nutrition and injury treatment. Scientific methods of training for endurance and strength are discussed. Written with advice of experts. Adventure related chapters in this book include: 1)

Backpacking, hiking, and snowshoeing, 2) Climbing and mountaineering, 3) Canoeing, kayaking, and rafting, 4) Ski mountaineering, 5) Female adaptation to the environment, and 6) Physiology: the strength of women.

McCLINTOCK, Mary. (Winter 1989). *Leading Roles.* **Women Outdoors Magazine,** 9(2).

Report of pertinent facts from *Truth or Dare: Encounters with Power, Authority and Mystery* (by Starhawk) speaking to a type of non-traditional leadership she calls "responsive leadership." The author of this article relates this method as "particularly useful" for leaders of women's outdoor trips. Provides guidelines for responsive leadership.

McCLOY, Marjorie. (May 1991). *Trail blazers.* **Women's Sports and Fitness,** 13(4).

Report on the fact that until recently, women backpackers have had to use equipment designed for a man's body. The author discussed how, after much needed research, several companies are now making equipment with a women's dimensions in mind. Several backpacks, sleeping bags, and hiking boots are reviewed, and information is given on how to purchase a backpack.

Far Trek. (July/August 1990). **Women's Sports and Fitness,** 12(5).

Based on personal experience and observation, the author discusses trekking adventures in Nepal. Reports on the essential elements of hiking in the Everest region. Examines the importance of the physical strengthening process and increased coordination relating to preparation of climbing high altitudes and rigorous terrain. Address questions to ask about guides and logistics for women interested in this type of trip.

MILLS, Judy. (June 1989). *Great explorations.* **Ms Magazine,** 17(2).

A historical report studying women explorers, internationally, since the 1860's. Discusses "The Explorers Club" (established in 1905) and, in the introduction, states that it wasn't until 76 years later that they permitted women to become members. Addresses the "Type T" personality theory (adventurous spirit) defined by a University of Wisconsin psychologist. Looks at the Victorian era and explains how the accomplishments (described) of several women were "buried treasures" until almost 100 years later. Mentions the Society of Women Geographers founded in 1925. Interviews several men, who have believed women are physically inferior to them, and women (i.e., Arlene Blum, Rita Mathews, Ellen Brush) affected by "twisted conditioning" of male attitudes and lack of funding support from corporations. Reports that, although sexism is waning, modern men still use the same old excuses for wanting to leave women on the sidelines of adventure and exploration: "women are bad luck; women menstruate; women need privacy to excrete; women have babies; and women are the weaker sex." Bear research and management scientists reiterate, however, that there is no evidence that a menstruating woman prompts grizzlies to attack.

Women adventure guides. (April 1988). **Women's Sports and Fitness,** 10(3).

In-depth interviews of four professional women guides: Tracey Reynolds (California), Christy Tews (California, base camp manager for the 1978 American Women's Himalayan Expedition), Andrea Heckman (New Mexico), and Maura Daly (Kathmandu). Focuses on the commitment of the guides to each of their participants. The author studies their genuine concern about the well-being of their "charges" (participants) and a dedication to their needs. Cites examples from experiences during Himalayan treks, white-water rafting on California's American River, and backpacking on Peru's Inca Trail. Mentions how romantic bonding is more prevalent among male guides, and that these women guides (echoing the thoughts of other women interviewed for this article) insist "love affairs are a no-no." Looks at reactions of male participants to female guides. Focuses on intense responsibilities from managing the logistics of hundreds of pounds of gear and supplies, to nurturing the many varied emotions which often surface during the course of a trip.

MIRANDA, Wilma. (1987). *Women outdoor leaders today.* **Camping Magazine,** 59(4). (Co-author Yerkes, R.).

The first study to provide research on the status of professional women outdoor leaders. Questionnaire responses of 130 out of 200 women outdoor leaders representing Outward Bound, all-women's groups, university recreation instructors, and primary/secondary school teachers. Briefly mentions the outdoor recreation movement and recognition as a profession as "established" and defined by men which women did not shape but 'joined' after the fact." Findings discuss motivations to be an outdoor leader, perceptions of women leaders, gender influences on career, and the most essential qualities of an outdoor leader. Strategies mentioned by respondents for future focused on maintaining links with all-women programs in the field and developing a voice in professional organizations. Note: This research was summarized and reported at the American Camping Association conference in Atlanta, GA in March 1985.

The Genteel Radicals. (1987). **Camping Magazine,** 59(4).

A historical study examining the early development and justification of organized camping for girls. Profiles Laura Mattoon and Abbie Graham as they exemplify the commitments and strategies of women leaders in the early camping movement. Mentions how they lend their own form of social independence to the task of expanding possibilities for others.

Working women in the out-of-doors. (Summer 1986). **Women Outdoors Magazine,** 7(1). (co-author Yerkes, R.).

Uses data obtained from a questionnaire sent to 200 women outdoor leaders. Research discusses employment conditions, gender factors, motivations, perceptions, and characteristics/educational background. Looks at change and expansion of roles played by women leaders, and indicates need to develop our limited data base on gender-related concerns in outdoor adventure leadership.

Heading for the hills and the search for gender solidarity. (1985). **Journal of Experiential Education,** 8(2).

The author studies a variety of gender issues including the role of experiential educators and the need for increasing sensitivity to gender related anxieties. In addition to men's search for community in the outdoors, this report examines the search for a women's community in the outdoors and discusses the importance of a valuable link to women's outdoor groups not provided by the worlds of family and work.

Women's outdoor adventure programming. (May 1983). **Camping Magazine.** (Co-author Yerkes, R.).

Results of a questionnaire designed to identify programs around the country, determine what was being offered, and discover how women felt about the impact of outdoor adventure experiences on their lives. Aims to identify demographic characteristics of women participants, and investigates some motives for joining all-women's adventure experiences, as well as for seeking outdoor challenges in general. The participants in this study were predominantly single, educated, middle to upper-middle class women. Studies program content and touches on leadership components. Concludes that more women across the country ought to have opportunities and be encouraged to participate in outdoor adventure experiences in professionally designed programs to meet their needs.

MITTEN, Denise S. *(May 1993). Outdoor leadership considerations with women survivors of sexual abuse.* **Journal of Experiential Education**, 16(1). (Co-author Dutton, R.).

Based on observations and contacts with women survivors of sexual abuse, this paper was written with outdoor practitioners in mind, with a purpose of creating an awareness of the discomfort and feelings that may surface for survivors during an outdoor experience. A review of literature indicates there is very little written about how survivors experience outdoor living. Looks at behavioral indicators and provides useful and practical information that practitioners could benefit from when working with programs whose clients/participants are survivors. Mentions that the strategies included can be helpful when working with women who are not survivors but have difficulty with self-perception, lack of self-esteem, inexperience with natural elements, or other abusive experiences. The experience of the

survivor may be accentuated, however, and require greater attention. Focuses on issues of inclusivity and safety, self-assessment, and impact of natural elements. Suggests ways for practitioners to help alleviate some of the stress and reactions survivors may experience in the outdoors. Concludes that the overall experience in the wilderness can be positive and exhilarating, and contribute a great deal to the healing process. In the natural environment "she can find ways to feel safe, set clear limits and boundaries, and still experience a oneness with nature."

Empowering girls and women in the outdoors. (1992). **Journal of Physical Education, Recreation and Dance,** 63(2).

Examines the relationship between life changes, positive experiences, and women's outdoor programs. Discusses motivations for selecting an all-female trip, and relevant factors contributing to feelings of "empowerment." Investigates benefits obtained from participation in all-female outdoor trips. Includes principles of the Woodswomen program design incorporating valuable leadership concepts and goals. Offers examples of participant comments reflecting on attitudes and experiences.

Meeting the unknown: Group dynamics in the wilderness. (1990). Published by Woodswomen, Inc. Minneapolis, MN. First edition 1986.

Examines and analyzes the process of learning experiences for women participating in outdoor adventures. Discusses stages of group development, the leader's effect on the group an how the establishment of healthy relationships aid personal growth and attainment of group goals. Through observation, the author has developed program components that influence bonding and suggests use of inclusive language to invite process.

Healthy bonding. (Summer 1990). **Women Outdoors Magazine,** 10(4).

What kind of relationship/friendship develops as a result of women "bonding" in the outdoors? This article answers this question. Focuses on need for women to feel connections and how such relationships are formed. Looks at results and effects of unhealthy bonding.

Healthy expressions of diversity lead to positive group experiences. (1989). **Journal of Experiential Education,** 12(3).

Examines effective leadership strategies for promoting positive group experiences on outdoor trips. Looks at recognizing diversity and people's fears about diversity, and the challenge of a group leader to encourage participants to express their perspectives and wants. Discusses the ingredients of success for the Woodswomen model citing examples from miscellaneous trips. Woodswomen, Inc. is an adventure program offering wilderness trips for women of all ages. They continue working to build a strong international network of outdoors-women.

Stress management and wilderness activities - Women's experiential education. **Proceedings Journal** of the 1986 Association for Experiential Education Conference.

Results of observation and responses from participants at workshops indicate that women do not like how their behavior changes and how their experience is altered when under stress. Examples include becoming aggressive, withdrawal, hostility, blame, impatient, neglecting personal care, more accident prone and irritability. Analyzes methods of relieving stress by dealing with the cause rather than the symptom. Discusses the value of taking risks in the wilderness as a positive challenge and a learning adventure, as opposed to stress which is usually more of a burden. Explores some common causes of stress during outdoor trips and how women can manage them in order to avoid unsafe situations. Concludes that by enhancing the positive aspects of risk taking, the negative effects of stress are decreased.

Women's outdoor programs need a different philosophy. (September 1986). **The Bulletin of the Association of College Unions-International,** 54(5). Bloomington, Indiana.

Based on experience and research, this article studies facts that women react differently and have significantly different experiences when in an all-women's group outside traditional male society. The author encourages all outdoor leaders (of women's groups, mixed gender, or men's) to recognize differences in people. Looks at principles used on Woodswomen trips, for example: "women don't need to be changed to fit into adventure programs or 'taught' in order to be good enough." Focuses on the key components for programming within a women's philosophy as 1) set the tone for feelings of safety and security, 2) avoiding feelings of one-up, one down, 3) offering individual choice to participate in activities, and 4) avoiding a success-failure approach to challenges.

A philosophical basis for a women's outdoor adventure program. (1985). **Journal of Experiential Education,** 8(2).

Through observational research as well as knowledge of societal and cultural influences, the author discusses the principles and attitudes with women's groups in the outdoors. Supporting research indicates that feelings of safety and security from the start are conducive to handling physical challenges and accepting personal decisions. Looks at individuals and groups participating in activities with different strengths and desires for sharing and learning as a personal choice.

OSIUS, Alison. (May/June 1985.) *Balance the scales.* **Ultrasport.** (ceased publication).

A report on the progression of women climbers touching on a brief history of attitudes by the men who have observed them. "It is time for women to be judged on the same scale as men, not a patronizing, outmoded one." Provides examples of achievements from women climbers all over the world and looks at their battles to overcome being treated differently. Discusses strategic misconceptions about women rock climbers and mentions that, although

men are naturally stronger, the key element is "strength-to-weight ratio." Has researched the history of women mountaineers and includes factors such as their smaller size and inexperience as typical limitations to expedition climbing. Despite this, the author keenly articulates the increase in experience of women mountain climbers and asserts that such feats are more mental than physical. "Many women do not realize what practice can make them capable of doing." The author concludes with a personal desire of seeing mixed groups becoming the norm, and hopes that some day special issues of "women in sports" and recreation are no longer needed for inspiration.

PAGE, Lea. (Summer 1986). *Women and outdoor leadership.* **Women Outdoors Magazine,** 7(1). Based on Master's Project at Hampshire College.

Due to lack of information provided in libraries, the author designed an informal, exploratory, and descriptive questionnaire mailed to 100 women outdoor leaders nationwide. Results sketch some of the issues common to outdoor leaders. Profiled some responses from several leaders. Reflects on disappointment with number of responses (24 out of 100); "if women outdoor leaders are too busy to support each other, then the issue of **time** should be first on the agenda to be addressed."

PAIKOFF, Roberta L. (1983). *An exploratory study of dominance interactions among adolescent females at a summer camp.* **Journal of Youth and Adolescence,** 12(5).

A study which examines peer and intergroup dynamics among late adolescent females over a 4 week camping session. It was found that although subjects formed a cohesive group dominance structure, the structure was not rigid or hierarchical. A new term *cohesive dyarchy* was coined to describe certain relations. Implications for female adolescent development are discussed.

PARKHURST, Marlene J. (1983). "A study of the perceived influence of a Minnesota Outward Bound course on the lives of selected women graduates." Doctoral dissertation. (Ph.D). University of Oregon. Dissertation Abstracts International, 44/11A. (University Microfilms No. AAC8403751).

The purpose of this study was to determine how selected women graduates of the Minnesota Outward Bound (MOBS) perceive the influence of that experience on their lives. Out of 620 total questionnaires mailed, 269 were completed (a return rate of 43%). The instrument designed for this research consisted of demographic information; an influence scale (based on a six point Likert Scale); and other questions to determine if self-confidence, initiative, maturity, and the ability to work with others had increased, decreased, or remained unchanged. Open-ended questions allowed for expression of other positive and negative influences. The results of regression analysis and ANOVA led to the conclusion that the perceived influence of the course was not explained by and did not depend on a) the age of the women, b) how long ago the participation took place, nor c) the type of course the women attended. A majority perceived that the MOBS experience increased self-confidence,

initiative, maturity and ability to mix with others. The author concluded that participation in a MOBS course is perceived as a positive influence regardless of the age of the participant, or the type of course attended. Additionally, it was concluded that the "influence" was strong and not significantly different among graduates of different years.

PETIET, Carole A. (1988). *Neurobehavioral and psychosocial functioning of women exposed to high altitude in mountaineering.* **Perceptual and Motor Skills,** 67(2).

Studied the effects of chronic hypoxemia upon cognition and behavior of eight women exposed to high altitude in mountaineering. (Himalayan climb : 20,500 feet). Results found that cognitive functioning remained relatively intact with only two significant decrements, complex abstract reasoning and word finding ability. Significant changes were found on all psycho-social and physiological questions. Feelings of acceptance of others and anxiety declined significantly. Physical symptoms were greatest during the first five days of ascent. Subjects' self-ratings of mental functioning were significantly better after the expedition than either before or during the climb. (Self-assessments were correlated with emotions and physical symptoms). It is suggested that complex cognitive tasks and psycho-social functioning be studied in more detail as these were most influenced by exposure to high altitude in mountaineering.

PFIRMAN, Elenore. (1988). "The effects of a wilderness challenge course of victims of rape in locus-of-control, self-concept, and fear." Doctoral dissertation. University of Northern Colorado. Dissertation Abstracts International, 49/07B. (University Microfilms No. AAC8818574).

This study examined the effects of a 3-day wilderness course (Wilderness Challenge), as an adjunctive treatment for victims of rape in respect to fear, locus of control, and self-esteem. Subjects in this study consisted of 16 women, age 18 and over, who were "victims of rape" and in therapy, and who were referred by their therapists. Data was collected four times: two weeks before the course, one week before the course, the last day of the course, and four to six weeks following the course. Analysis of variance was used to examine the data. Hypotheses tested represented three areas -- fear, self-esteem, and locus of control. Results indicate that after the Wilderness Challenge course there was a significant decrease in participants' overall level of fear, fear of rape, and fear of failure. Additionally, participants reported increased self-esteem, including positive feelings toward their body, identity, and interactions with others. Results also show that although the women saw others and "chance events" as having less control over their lives, they had not yet internalized their perceptions of having more internal control. Also, perceptions did not significantly change in relation to the women seeing themselves as "good" or "bad" persons. Statistical data indicate that a 3-day wilderness program containing specific activities in a structured sequence, may be effective as an complementary treatment in relieving long term symptoms in "victims with rape trauma."

ROBERTS, Nina S. (1992). "Portrayal of women in Climbing magazine, A content analysis: 1970-1990." Unpublished master's thesis, (M.A.). University of Maryland: College Park, MD

Purpose of the study: to examine the depiction of women climbers in Climbing magazine over a 20-year period. Using content analysis, change in the quantity and type of articles was determined, as were identifiable patterns or trends relating to women climbers. The degree of recognition given to women through the amount of photographic representation was delineated. Gender composition of the editorial board, for all issues in the study period, was assessed ($n=123$). A brief description of the article was recorded along with key passages expressing how women were treated, perceived and characterized. Literature reviewed consisted of women and leisure; women and outdoor recreation; women and the media; link to feminism; and content analysis. Findings indicate a clear under-representation of the coverage of women (e.g., number of articles per issue mentioning women was 27.2% with no significant increase over time; females depicted in photos increased 13.7% over time; and females were profiled on less than 3% of the cover issues). Qualitatively, the changing emphasis of coverage given to females, from passive observers to active climbers and expedition leaders, is indicative of greater recognition of female climbers. The prevalence of linguistic sexism was noted, however, throughout the study period.

The outdoor recreation experience: Factors affecting participation of African American women. (May 1993). **Journal of Experiential Education**, 16(1). (Co-author Drogin, E.B.).

Although an increasing number of women are enjoying the outdoors and participating in outdoor activities, the representation of black women among these masses is relatively low. What are the factors contributing to the non-participation of African American women in outdoor recreation activities? In order to address this question, relevant research was synthesized, and interviews were conducted with African American women in the Washington, D.C. area. Based on a literature review and contents of the interviews, several factors were discussed pertaining to the non-participation of African American women in outdoor recreation: 1) historical oppression and racism, stereotyping by race and gender, lack of role models, insufficient exposure to activity options, limited accessibility to outdoor recreation areas, and oppressive economic conditions.

ROGERS, Susan E. "Perceptions of selected outdoor recreational activities and their sex-appropriateness by physical education and recreation majors." Doctoral dissertation. (Ed.D). College of Health, Physical Education and Recreation. University of Oregon, 1979. (Microform Publications No. BF692.2.R6).

The main purpose of this study was to determine the relationship between perceptions of selected outdoor recreational activities as measured on a semantic differential scale and perceptions of the sex-appropriateness of those activities. The eight activities selected for the

semantic differential scale included: archery, backpacking, downhill skiing, fishing, gardening, hunting, nature study and rock climbing. A seven-point Likert scale was used to determine perceptions of the sex-appropriateness of the eight activities for both sexes. Additionally, respondents (58 males, 61 females) were asked to indicate four of the listed activities which they would prefer to participate and which they would most like to teach or lead. No significant differences in *perception of the activities* existed between male and female students, however, both sexes tended to rate all activities in terms of "stereotyped traits." Regarding *perceptions of the sex-appropriateness* of the activities, significant differences at the .05 level were found for only one activity--rock climbing. Both sexes rated all activities as "male appropriate," but females rated rock climbing as more appropriate for males than males rated it. Both male and female subjects rated hunting and fishing as less appropriate for participation by females. Backpacking was the most preferred of the eight selected activities for both participation and teaching or leading.

STERN, Barbara Lang. (September 1988). *Well-being: Risks and thrills.* **Vogue,** 178(9).

Although current research shows that men more than women crave the thrills and adventure of activities with physical risk, more and more women are being attracted to these activities. Several studies on the desire for women participating in physical activities involving risk are discussed.

STRIPLING, Sherry. (Fall 1990). *Gender and the mountain expedition.* **Women Outdoors Magazine**, 11(1).

Observational research including interviews and analysis of three women and eight men climbing 29,108 foot Mount Everest. "Gender was the last in line behind such issues as survival and success." Discusses Stacey Allison's country wide tour speaking to groups at seminars, and as a guest on television talk shows. Reports on learned facts that not all women share her confidence that "they are strong, capable and can do anything they want." Also, the author discusses the fact that equality is still elusive for many women, yet when situations are equal (i.e. Northwest American Everest Expedition), they need to be acknowledged and celebrated.

WARREN, Karen. (1985). *Women's outdoor adventures: Myth and reality.* **Journal of Experiential Education,** 8(2).

Examines and analyzes adventure programming from a feminist perspective through exploration of several myths which have typified a women's adventure experience. Discusses how these myths have served as barriers for women at various stages in their pursuit of meaningful outdoor challenges.

YERKES, Rita. (October 1991, Presenter). "Women in Administrative Leadership in Experiential Education." (Cassette Recording No. 108; produced by Goodkind of Sound). Lake Junaluska, NC: Association for Experiential Education 19th International Conference. (Co-presenter Miranda, W.).

Discusses relationships of women and authority, and typical problems and dilemmas for women in administration. Explores methods of implementing various strategies for effective management. Communicates the importance of 1) understanding the type of organization in which one is employed; 2) effective use of language; and 3) knowledge of needs and wants of self and employer. Examines characteristics of a quality administrator and the role of feedback within an agency. Conclusion provides insight encouraging women in administration to take risks and accept results. Emphasis on networking and maintaining dignity in all endeavors.

Women outdoors: Who are they? **Parks and Recreation**. (March 1985). (Co-author Miranda).

From survey research this study looks at what motivates a women's interest in adventure experiences and why they seek these experiences in all-women groups. Discusses how such experiences influence the respondents in their daily lives. Reports from findings indicate that society must move beyond the misconception that there is no need for all-women's outdoor educational or leisure experiences. Women in the study, supporting research, indicate the need is very "real." Also, discusses need for women leaders as role models.

WIN: Towson university's women in nature. (Spring 1982). **Outdoor Communicator**, 12(5). The official journal of the New York State Outdoor Education Association.

Studies Towson University's (Baltimore, MD) first course offering in its "WIN--Women in Nature Program;" an informal outdoor education program designed for women over 25. Discusses this environment as a neutral place combined with skilled female outdoor leaders who understand the anxiety imposed by society that women have experienced about their physical ability, role expectations, and danger in seeking adventure, and how this creates the context for self-discovery. Looks at suggestions for other programs which include course offerings for females. Suggests using female role models to encourage adventure, hire and train program staff with care, provide quality equipment, utilize public relations, encourage participant questions and evaluate the program.

The need for research in outdoor education programs for women. (1982). **Journal of Physical Education, Recreation and Dance,** 53(4).

Examines the issues which need to be addressed. Suggests methods of research. Looks at current support and experimentation for women's participation in and desire for adventure experiences. Offers several hypotheses to be tested and potential consequences of such research (i.e., to increase program effectiveness and broaden the theoretical base of adventure education). Covers the motivations and raises questions about preferences for exclusively female groups.

APPENDIX

Nina S. Roberts, M.A.

SPECIAL RESEARCH PROJECT

A Guide to Women's Studies in the Outdoors:
Review of Research with Annotated Bibliography

GOALS

1. To provide a resource which would be instrumental in keeping research for women and adventure in the outdoors active and alive.

2. Administer a bibliographic study to assist persons interested with understanding and connecting the relationship between women's activities in the outdoors, to their status in and contributions to society.

3. Provide an abstract, annotation, or summary of findings with each reference.

4. Furnish a report which will offer expedience in referencing a list of works cited for future research on women and adventure activities.

5. Identify the value of having a compilation of research studies, papers, observations, and reports on gender differences in the outdoors.

6. Contribute to the emerging discipline of women's education and physical recreation in the natural environment as it relates to the growth of studies on women and leisure as a whole.

OBJECTIVES

1. To compile a record of published and unpublished papers, theses, dissertations and other research studies in order to give researchers and practioners the increased recognition they deserve, as well as to assist with current and future research on women and adventure in the outdoors.

2. To be used as a resource for women to view their lives as open to as many options that will enable them to be adaptable in choosing possible career/leisure opportunities in the outdoors.

3. To have direct access to a multitude and variety of studies which will embody successes and constraints, a history of what has been confronted by women, and where they might be headed.

4. To provide researchers, and other persons interested, with a list of support literature in order to perform replicative studies as well as opportunities for new research.

5. To continue to show the importance of studying women in the outdoors/wilderness; such research is both a significant asset of and a possible deficit in the lives of women who are interested, yet unaware of life benefits or who do not have ample access of opportunities available to them.

6. To offer an essential resource for professionals and researchers as a networking tool to share information and pertinent related efforts for beneficial purposes.

Women's Studies in the Outdoors Questionnaire

PLEASE type or print clearly! I would also appreciate receiving a copy of your manuscript/paper, or an abstract, in order to annotate or summarize your work.

Name _____

Address _____

City, State, Zip _____

Telephone _____

FAX _____

Title of Work Completed or In Progress _____

Please indicate the primary focus of your study. If multiple subject areas are included please check all that apply.

____ Leadership	____ Gender issues	____ Role models
____ Ethics	____ Learning styles	____ Current trends
____ Case study	____ Social constraints	____ Economics
____ Equipment	____ Ethnic/cultural	____ Disability
____ Historical	____ Feminist framework	____ Theory
____ Physiology	____ Group dynamics	____ Other (explain)

Please return this questionnaire to: Nina Roberts, 9703 47th Place, College Park, MD 20740

Women's Studies in the Outdoors
Review of Research with Annotated Bibliography

The information you provide me with will enable me to contact these individuals. Have they completed a study, are they in the process of conducting research, written a paper, thesis or dissertation? I will send them a questionnaire, add them to my data base, and include them in updated editions. Please write legibly and provide as much information as you can.

Name _____

Address _____

City, State, Zip _____

Telephone _____

Name _____

Address _____

City, State, Zip _____

Telephone _____

Name _____

Address _____

City, State, Zip _____

Telephone _____

Name _____

Address _____

City, State, Zip _____

Telephone _____

Please return this to: Nina Roberts, 9703 47th Place, College Park, MD 20740